

Rubric for 4R's Grant 2002

Score _____
Reader _____

Criteria		Low	Middle	High
Cover Page	<input type="checkbox"/>	Cover page is missing.	Some requested information is incomplete or missing. Team is described but not complete.	All information is complete. Team members represent all required positions
Section 1 Summary of Project	<input type="checkbox"/>	Summary is missing.	The project is summarized, but some elements are not clearly described.	Summary offers a clear and concise picture of the learning needs addressed in the project, proposed solution using instructional technology, project objectives, activities to meet those objectives, and how the project will be evaluated.
Maximum Points 3		0	1-2	3
Section 2a Student Needs Assessment	<input type="checkbox"/>	A needs assessment is referenced, but covers only one or two of the four areas—reading, writing, mathematics, and remediation support.	The problems described are based on the learning needs of the students in all four areas, reading, writing, mathematics, and remediation support but are not linked to the Indiana Academic Standards.	The problems described are clearly centered on the learning needs of the students in all four areas, reading, writing, mathematics, and remediation support, and are linked to the Indiana Academic Standards.
Maximum Points 2		0	1	2
Section 2b Staff Needs Assessment	<input type="checkbox"/>	The needs assessment only minimally addresses the professional development needs of the teachers.	Staff development needs are addressed, but the needs assessment does not adequately analyze staff abilities such as classroom management and technology to support standards-based teaching.	The needs assessment is comprehensive and contains detailed information on varying staff-development needs regarding the use of technology in a standards-based curriculum.
Maximum Points 2		0	1	2
Section 2c Technology Needs Assessment	<input type="checkbox"/>	The needs assessment provides only a limited description of the technology needs. E.g., it does not address facility, telecommunications or other concerns.	A clear description of the types of technologies and their role(s) is given. However, it is unclear how the new technologies will operate with existing ones.	Specific facility issues, current technology, and supporting resources are identified. A rationale for the effective use of technologies is provided. A description of how the new technology will supplement the existing is provided.
Maximum Points 2		0	1	2
Section 3 Project Goals and Objectives	<input type="checkbox"/>	The learning goals and objectives are unclear or missing or there is little relationship to the needs identified in Section 2.	Objectives and goals relate to student learning, and the needs in Section 2. However, the objectives are not clear, attainable, or measurable. Expected benefits are not outlined clearly.	Objectives and goals are strongly and clearly linked to student learning, Indiana Academic Standards, the school improvement plan, and the needs in Section 2. Objectives for reading, writing, and mathematics, and remediation support are stated. Objectives are clearly measurable, and describe how the goals will be met and the benefits.
Maximum Points 9		0-2	3-6	7-9
Section 4a Methods and Activities – K-1 Reading, Writing, and Mathematics Unit	<input type="checkbox"/>	Methods and are unclear or not related to the stated objectives in Section 3. Implementation focuses on technology skills and does not address curriculum integration in all areas.	A technology -rich environment is described, but curriculum integration strategies and link to objectives and standards are not fully addressed. Activities are not clearly developmentally appropriate and/or learner-centered.	Methods and activities are linked to stated objectives, standards-based and a technology - rich environment is described in detail. Unit specifically identifies strategies for using technology to enhance learning in reading, writing, and mathematics. Activities are developmentally appropriate and learner-centered.
Maximum Points 9		0-2	3-6	7-9
Section 4b Methods and Activities – Remediation Support	<input type="checkbox"/>	Methods and activities for remediation support are vague and unlikely to reach students in need.	Methods and activities for remediation support are outlined in general terms. Activities are related to the stated objectives in Section 3, but are not clearly stated and detailed.	Methods and activities for remediation support are described in detail and are clearly linked to the stated objectives in Section 3. Activities are creative, differentiated and developmentally appropriate.
Maximum Points 3		0	1	2-3

Section 5a Professional Development-Content Maximum Points 6	<input type="checkbox"/>	There is little or no discussion of the professional development activities that will be implemented, particularly in terms of how they relate to the instructional methods and activities in Section 4. 0-1	Various resources for professional development are identified but need more elaboration on their effectiveness in enhancing a learning environment using technology. 2-3	There is strong evidence of activity that will support teachers/media specialists as they design and implement the project objectives outlined in Section 3. There is a clear connection between the plan itself and its relationship to the methods and activities in Section 4 4-6
Section 5b Professional Development --Plan Maximum Points 6	<input type="checkbox"/>	The plan shows little or no evidence of a comprehensive, ongoing program that will integrate technology in the curriculum. An effective timeline for the plan is missing or is not fully developed. 0-1	The plan shows potential for long-term development but there are aspects of the timeline that are unclear. The plan needs to more clearly relate to the Goals and Objectives outlined in Section 3 and describe how activities will result in the effective use of technology in the K-1 curriculum. 2-3	Professional development plan is described fully and clearly relates to Project goals and objectives. The plan presents multiple strategies and resources for integrating technology into the K-1 curriculum and provides a realistic and well-defined timeline to ensure long-term success. 4-6
Section 6 Formative and Summative Evaluation Maximum Points 6	<input type="checkbox"/>	Formal evaluation is unclear or missing. 0-1	An evaluation process is described, but without detail, comprehensiveness, or reference to goals and objectives in Section 3. 2-3	Evaluations are described in detail and are directly linked to all the project goals and objectives listed in Section 3. 4-6
Budget Maximum Points 3	<input type="checkbox"/>	Budget is limited and/or figures do not total correctly. Guidelines for budget are not followed, e.g., included equipment or services not mentioned in the proposal. 0	Budget is complete and matches goals and objectives, but lacks specification in certain items. 1-2	Budget is thorough, complete, and matches goals and objectives. Specific figures are given for each category and budgeted items. 3
Impact of Project Maximum Points 9	<input type="checkbox"/>	This project will result in little impact on the integration of technology into the curriculum or on student learning. 0-2	This project shows potential for having an impact on the integration of technology into the curriculum and on student learning but needs elaboration in some areas. 3-6	This project shows potential for having a strong, sustainable impact on the integration of technology into the curriculum and on student learning. 7-9
Creativity and Innovation Maximum Points 10	<input type="checkbox"/>	Up to 10 bonus points may be added to a proposal's total score if the project demonstrates creative and innovative uses of technology to support learning in the classroom and if the project encourages teachers to integrate technology into the curriculum.		

All sections and numbered components in Project 4R's proposal must be addressed.

This includes criteria listed above, as well as cover sheet.

1. The coversheet list a complete team; including a principal, a library media specialist, a technology specialist and K-1 teachers.
Yes ☐ No ☐
2. This proposal addresses reading, writing, mathematics, and remediation support.
Yes ☐ No ☐

Questions to consider regarding best practices:

1. Are the planned activities and materials age and learning level appropriate?
2. Do the activities offer children opportunities to problem-solve, manipulate, make decisions and or be responsible for their own learning?
3. Are the students benefiting from the use of technology or could learning be accomplished as effectively in another format?